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# The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

**Dancing Across Cultures**
Sophomore Monica Chang performs both solo and group traditional Chinese dances at a competition in Cape Cod.
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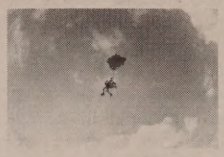

**Airborne Summers at LHS**
Three students have unique experiences diving, flying, and broadcasting through air over their summer vacations.
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Volume LV Issue I — October 2013

## Dance room walls undergo renovation over the summer

**By Alice Ren, Editor-in-Chief**

After six years of being an outlet of expression for students in dance, yoga and pilates classes at Lexington High School, the walls of Room 140 have been painted.

The change was made because "concerns from the public and school personnel were raised about the extent to which writing (the murals) had extended to the floor, all walls, on door frames, and onto furniture," wrote Principal Laura Lasa in an email.

News of the changes caused an outcry among students, as the room had long been a community fixture. For six years, members of Anne Carey's classes contributed to the existing outpour of emotion on the walls once a quarter, writing secrets and leaving notes.

Over time, Carey said, it became something "very thoughtful, and very thought-provoking, as well, and it meant a lot." Drawings made by previous students evolved into landmarks for future generations, including the *Namaste* Fish, which served as a focal point for meditation and peaceful thoughts.

The tradition of writing on the walls started small, as a movement lesson from two painters in one of Carey's classes. Since the class was held in a former printing room, the paint "didn't appear to be an issue because writing was covering up some of the dirt," said Carey.

"[The murals] just sort of developed," she said, "and then the *Namaste* Fish came up, and we just went from there." She calculated that more than 5,000 people had contributed to the murals over time, leaving drawings, memorials and messages to each other.

Unfortunately, the activity had never been sanctioned by the school, and the room was also being used by outside community members.

"All high school classrooms are subject to various protocols because they are public space," Lasa wrote. "Writing directly on the walls and other public spaces is an act that needs approval, or at the very least, a system of checks-and-balances."

Eamonn Sheehan, head of the Physical Education and Wellness Department, wrote that the decision to paint the room was made to "properly honor the work and contributions of students but at the same time balance that with the protocols and reasonable expectations on how the room should be presented as a public forum."

The room was renovated with this goal in mind. Over the summer, the walls and the exposed portions of the floors were painted, and the old cabinets and furniture lining the walls were removed.

According to Donald Johnson, the facilities manager for the high school campus, the room will also be installed with new wall-mounted mirrors, "to make it more of a dance environment."

"The difference [from before] is like night and day," he said.

Students who had added to the murals before were emotional about the changes made to the room.

"It was kind of sad to see ... everything that students had created throughout the years, just gone," said Marissa Mooney, a senior currently taking yoga.

However, she was also optimistic about the future: "I think it's good that [Ms. Carey] found a way to get past this event and start it again. I think the actual wall being painted over ... would be good for the underclassmen. They'll be able to start it off and it'll just be creating something new."

Carey plans to work with Sheehan to cover the non-brick walls in the room with whiteboard paint for students to write on.

Moreover, although the room has undergone drastic changes, traces from the old murals still remain.

"It's not really gone," said Carey. "For some reason ... the permanent markers underneath [the paint on the floor] are coming through ... it's still here."

She is also discussing with Lasa the possibility of a plaque in the room to explain and commemorate the murals. However, Carey is still uncertain about how exactly the future murals will be handled.

"It was hard at first getting used to the idea of it not being a permanent thing," she said. "I think [the new mural] will grow organically again. But it's all starting all over again. So we'll see."

*See images of the old dance room walls at: http://themusket.github.io/danceroom.*

## IPad pilot needs improvements, students say

**Serena Hajjar**
**Staff Writer**

Lexington High School is continuing its iPad pilot program with 50 sophomores for the 2013–2014 school year.

The goal for this year is to build on what was started last year — specifically, to "deepen the instructional components to incorporating the iPad into the learning process," said Associate Principal Adam Goldberg.

This is the second year of the pilot program, which began in the 2012–2013 school year with a $55,000 grant from the Lexington Education Foundation.

The administration monitored the effectiveness of the program last year through surveys and participating students' progress reports. The feedback from students was primarily negative.

Hana Fisher, a senior who used an iPad last year in her Conceptual Biology class, noted that many applications on the iPad were more cumbersome than useful.

"The textbook is on [the iPad], which was actually really annoying because if you're taking notes on there, you have to flip back and forth between them and its a

**[ IPAD, page 7 ]**

## Cell phone policy allows increased usage while still checking activity

**Soumya Ram**
**Staff Writer**

A new cell phone pilot policy has been implemented for the 2013–2014 school year. During their scheduled lunch, students can now talk on or silently use their phones in the main hall, Quad, or the Commons. In the library and in study halls, students can use their cell phones for educational purposes. During passing time, students may use cell phones for listening to music.

Previously, students were not allowed to use their cell phones during the school day.

Principal Laura Lasa explained the reason for the change.

"The [previous year's] policy was well enforced in the classroom, but not on campus," she said. "We felt we had a policy in place where we were always looking the other way, and we thought, why have it?"

The new pilot was created by soliciting feedback from the faculty and students. Associate Principal Adam Goldberg co-facilitated a faculty committee about electronic devices.

The Student–Faculty Senate also solicited feedback from homerooms, in order to draft their own bill on cell phone policy. Their bill allowed teachers to authorize the educational use of cellphones in class, along with allowing students to silently use their phones for non-educational purposes in the library and in study halls.

However, Lasa vetoed the bill.

The main concerns with allowing teachers to create their own cell phone policy are the terms of the Child Internet Protection Act, which was enacted by Congress in 2000. In the event that a student accesses a restricted website after a teacher allows them to use their phone

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# Editorial

## Room 140 stripped of individuality

Open your eyes and look around the room, Ms. Carey tells us. Imagine all the students, past and present, who are linked to this room. Six years worth of LHS students have contributed to these walls; they have written their dreams, inspirations, hopes, fears, wishes and memorials. Imagine; there are hundreds, thousands maybe. And at any point in their lives, they can remember their connection to this room. Now you are one of them. You belong.

Room 140 is more than just a room. It is one of the only places at LHS where students can escape the sense that they are a cog in the machine: that letters and numbers define them. Anne Carey, PE and wellness teacher, offers a powerful counterargument: that your worth as a human being is based more on whether you open the door for a stranger than on whether or not you failed that APUSH test.

Despite the emotional significance of the room, a nebulous group of decision-makers made the call to paint over the walls. Besides the act itself, a major facet of the problem is that the student body was not and remains uninformed regarding how, why and by whom the decision was made.

Remember the Namaste Fish, the Waldos and the line going all the way around the room? Remember the "We Love Ms. Carey" sign, the notes scribbled to siblings and the hundred or so song quotes? Remember the individuality? Remember the creativity?

Well, if you do, store those images somewhere safe in the back of your mind, because they're all gone. The walls are painted over. They are white. Blank, bare, empty. They represent uniformity and conformity; the opposite of all the values that Ms. Carey was trying to instill in her students.

LHS claims to be about individuality, diversity and stress reduction. But this past summer the decision-makers took down the ultimate tribute to individuality. True, the tradition is not completely dead. Students in the future will still be able to express themselves through new whiteboard paint on the walls.

But it's not the same. Anything drawn on the new walls will be erasable; a main attribute of the permanent installation was that current students could look back on what previous students had written and relate to similar struggles and triumphs. In essence, the decision-makers took away the heart of the room that made us feel important.

Most distressingly, they did it in secret. Those people way up on the ladder of authority who made the call did it without warning students properly, and without giving a legitimate reason. Their supposed reason was that the walls were causing community concern because the writing technically qualified as graffiti.

Yes, six years of student's thoughts were taken down because they looked sort of haphazard. But individual-

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*Unsigned editorials reflect the opinion of the majority of the editorial board.*

Not only is it a tool for studying modern social dynamics and the anthropological ramifications of an increasingly smaller world, I can also use it to study how information is spread and the rate at which ideas may become viral on a digital medium, experience and test out innovative advertizing and marketing techniques, and hone my mind using complex puzzle games that increase my problem-solving abilities.
So yes, it's educational.
AR

*Comic by Anna Rodman*

# Common App undergoes positive developments

■ Hannah Kwon
Opinion Editor

This fall, as the new school year begins, another cycle of rising seniors begin the grueling process of college applications. Officially available to students on the first day of August, the Common Application has gone through a variety of changes. One major transformation is the topics for the personal essay. While the graduating class of 2014 may feel like "guinea pigs" for the new questions, there is nothing to fear. In many ways, some of the old prompts seem to have simply been rephrased, while other questions have gone through positive renovations.

First, some of this year's prompts appear to have been transformed, for the better. At first glance, the differences seem obvious: Each question is relatively shorter than last year's questions, and applicants may no longer choose a topic of their own to write about. Delving further, however, it's evident that in the midst of today's countless overachieving students with the "perfect" scores and extracurriculars, some of the new prompts reveal a further determination for colleges to discover more about their applicants. That involves optimistic reconstructing of essay prompts to allow students to bring out more of their creative sides, something that a few of the past questions have not enabled.

Alyssa Creney, an English teacher currently working with seniors on their personal statements, provided insight into the nature of previous questions.

"Some of the older and other questions that we have seen are setting up a student to describe rather than analyze or go beyond description, when really, they have to be showing introspection and self-analysis," Creney said.

So it is a good thing that colleges are finally allowing prospective students to display their story in a way that is innovative, and may allow them to see the potential of prospective applicants.

A clear example is one of this year's popular topics: "Describe a place or environment where you are perfect-

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2013–2014

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# Changes to field trip policy 'more time efficient'

Mandy Quan
Staff Writer

After almost two years of discussing possible changes, Lexington High School's administrative team has decided this year to change the pre-existing field trip policy and institute a more efficient system.

The new policy, already in place, states that students going on field trips will no longer be obligated to fill out teacher signature sheets.

Currently, the administrative team is developing an internal mechanism wherein faculty members can communicate with each other about upcoming field trips. Teachers will be able to find information about students who might be missing class due to a field trip. This will most likely take the form of a FirstClass conference or an electronic announcement board that is accessible to all teachers.

Overall, the new policy was positively received.

Regarding the removal of signature sheets, senior Anindita Chanda said, "It removes the pressure from us and makes [the process] more time efficient."

The former policy required students to get a signature sheet signed by each of their teachers whenever they went on a field trip. The goal was to ensure that the teachers were notified about the student's absence.

However, students often found the process of obtaining signatures to be very inconvenient.

"I had a field trip for Envirothon, and was in a hurry to get to my next class, so I forgot to get my sheet signed. I had to go in after school to find my teacher, but she wasn't in her classroom so I had to look for her everywhere. It cut into my homework and studying time and was so stressful," said sophomore Bonnie Nguyen.

Even some teachers consider the signature forms useless.

"As a teacher getting those forms, you sign them, but you don't remember a student is out unless they remind you. So it's not that helpful," said Jason Ianuzzi, the choral teacher. "I think that the form was a big waste of time,"

Principal Laura Lasa, Associate Principal Adam Goldberg, and the Principal's Advisory Committee, a cross section of faculty, have now answered the call for reform.

"We agreed pretty unanimously that we had to make this move," Goldberg said.

However, the new policy does not imply that students can disregard the classes they are missing. They should still check in or notify their teachers about their absence to make up any work, or turn in assignments due the day of the trip.

"That part will always remain," said Goldberg.

In addition to the removal of the signature sheet, a second part of the new policy prevents seniors from attending class field trips after May 2. The cutoff date for seniors is meant to prevent student absences due to required field trips, since missing class before an AP exam can cause unwanted stress.

The new field trip policy, including both the annulment of the signature sheets and the establishment of a senior cutoff date, will work to allow the experience of going on field trips to be smoother for both teachers and students.

COMMON APP - PAGE 2

ly content. What do you do or experience there, and why is it meaningful to you?" As opposed to last year's second prompt, "Discuss some issue of personal, local, national, or international concern and its importance to you," the former serves to challenge an applicant to go above and beyond expectations through creative thinking. The new prompt can be answered more originally: A place of contentment could be a science laboratory, the roof of your house, or on the peak of a mountain. Rather than answering "set up" questions, students can analyze their inner selves and portray that image to colleges.

> Delving further, however, it's evident that in the midst of today's countless overachieving students with the "perfect" scores and extracurriculars, some of the new prompts reveal a further determination for colleges to discover more about their applicants.

On the other hand, other questions seem to have only been rephrased from last year. For instance, last year's Option 5 challenged students to: "describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you." This question is extremely similar to one of this year's new prompts, Option 1: "Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story."

In both cases, applicants face the challenge of incorporating a special moment or instance in their lives, and telling their own personal stories to admissions officers. The similarities in these prompts seem to portray that colleges still want to allow students to bring out their own "voices."

Despite the changes to the essay prompts of the Common App, students don't need to worry about colleges' ulterior motives. The new prompts still seek the same thing from students, but also encourage them to be more innovative.

New Faculty at LHS
Foreign Language building
Science building
Math building
Main building
Danielle Israel
Fun fact: "This past summer, I spent a month backpacking through Zambia, Namibia, and Botswana."
Matthew McGee
Christen Francini
Fun fact: "I love the outdoors and am an avid skier."
Nicole Canniff
Fun fact: "I like to sing. I have no formal training but I used to sing in a band."
Gail Wang
Fun fact: "I am an enthusiastic gardener and traveler. I also like to draw."
Michael Keleher
Valentina Sountsova
Fun fact: "I live in Acton with my family and an orange cat."
Sarah Trautz
Fun fact: "During college, I was really interested in marine biology. I spent time in Hawaii researching both sea turtles and dolphins."
Kelly Mertens
Fun fact: "I am a twin!"
Brittany Fitzgibbon
Fun fact: "I have a cat named Bill Murray."
Chelsea Barry
Daniel Melia
Fun fact: "I would like to be the apprentice of Abraham Lincoln."
Brent Lowder
Fun fact: "I am a huge Arrested Development fan."
Krista Cardellichio
Fun fact: "I've been a vegetarian for 23 years."
Matthew Willis
Fun fact: "Outside of school, I am a singer."
Patrick Flynn
Fun fact: "For a short period of time ... I traveled the world as a musician."

# New social studies elective examines the psychology behind happiness

Christine Kim
Staff Writer

Students filled every seat in the classroom on the first day of Positive Psychology, previously known as The Pursuit of Happiness, a new elective taught by Matthew Gardner.

Positive Psychology offers students the chance to read, discuss and on how individuals react to life's givens like death, mistakes, and aloneness. Working towards evaluating the ways in which societies try to promote well-being, the course emerged from a wide variety of psychological research.

"I proposed the course because positive psychology and a lot of the research and studies for it has been increasingly popular in the last couple of decades," said Gardner. "I started to bring elements of that to my history classroom and a lot of students seemed like they enjoyed it and then students started telling me they wanted an elective connected to it."

Referencing material from various college positive psychology course models for design and content, Gardner was able to create a course based on similar studies that college professors he contacted and other college courses used.

Using the research frameworks of psychologists such as John Burt and Martin Seligman, students drive the course with discussions and evaluations of its applicability.

"It's very interesting because you can talk to people a lot and it's fun building off of each other and the info the teacher gives you initially," said David Seong, a senior currently taking the course.

On the first day of class, students discussed what made people happy and collaborated on separating their ideas into categories and finding patterns. They viewed various charts regarding the relationship between average income and happiness and then predicted what affected happiness.

"In this class we talk about the givens of life, which so far have included death and fallibility. Mr. Gardner has us approach the givens from different aspects so we can try to understand the positives and negatives of each of the givens of life," said Stacey Gouker, a junior.

Gouker discussed the opportunity the class provides to reflect and gain a better understanding of oneself and how to grow as a person. Through examination and discussion, students are able to share and clarify their own ideas.

"So each class will have elements of it where they'll be bringing in parts of their own lives, and then we'll look at the research and then they'll evaluate the research for themselves in the context of their own lives," Gardner said. "It's a continuous process in that way and definitely a lot of discussion. As the class moves on, we'll consider what it might mean for society at large."

Gardner asked students to fill out a survey as part of their student information and left the students with an assignment to think of three things every person, as a human being, deals with in his or her lifetime.

"The class atmosphere I also like because it's really relaxed and not pressuring in any way. [You're] really free to think and experiment with your own ideas," said Seong.

"How many of you would like to be happy?" Gardner asked the class on the first day. Every hand in the room went up, and the new Positive Psychology class began to evaluate the options of how to do so.

## collegebored

### Write because you are inspired, not because you are forced to do so

Alison Cameron
Columnist

Ah yes, college applications. The process has finally begun. I know I'm anxiously awaiting the day when I finally get my acceptance (and rejection) letters in the mail, but before I determine the next four years of my life, I have to actually apply first. Due to the never-ending tours, information sessions, lengthy discussions with my parents and flipping through the dreaded Fiske book, I felt exhausted by the entire college process by the time August 1 rolled around. Not only was I lost in a summer funk, but the prospect of writing 10,000 essays was intimidating. I looked at the ambiguous and dull prompt for my first choice college, and slammed my laptop shut out of frustration. I knew there had to be a way to conquer the daunting task of completing these supplements, so I called my friend who was already going into his second year of college for some help.

"Joe?" I said, "I need your help."

"What's up Alison! How've you been doing?"

"How the hell did you apply to college and not lose your mind?!"

He cackled loudly on the other line and made fun of me as he always does, and then proceeded to tell me what I should actually do.

I carefully listened to his advice and tried to follow it for the next few weeks as best as I could.

First, I created a calendar of due dates and things to do before I can submit my applications. With everything checked off, he said I would definitely get everything done, and not be paranoid about pressing the large "submit" button. Within a week, I had finished two essays and been in contact with the teachers I was getting recommendation letters from so I could start off the year without as much work on my shoulders. It was effective and kept my convoluted brain organized, even though I usually avoid lists at all costs.

Joe also suggested to set aside two hours every other day to concentrate on completing the supplements. Even though I'd rather be scrolling through thought catalog, he said I had to put aside time to do my college work, otherwise I'd be scrambling to get everything done in December. Considering my patterns of procrastination, I tried it for a few days. I didn't go on Facebook or Tumblr or Buzzfeed or Twitter or anything for two hours. I fully concentrated on my essays and came up with what seemed like fabulous, ground-breaking ideas. The next day, though, I went on

[ COLLEGEBORED, page 7 ]

Courtesy of Eliza Block

*Joe Blumberg, a junior, performed in a Boston Symphony Orchestra concert during the summer at the Tanglewood Music Festival in Lenox, Mass.*

# Tanglewood Institute brings students together with music

Evaline Han
Staff Writer

The prestigious Boston University Tanglewood Institute attracts talented musicians from around the world. Among those who passed BUTI's selective auditions for this year's summer music program were LHS juniors Arthur Abbate and Joe Blumberg.

Located in Lenox, Mass., the Institute offered programs to hone skills in orchestra, chorus, wind ensemble, piano, harp, musical composition, and shorter programs for specific instruments. Abbate and Blumberg, both trumpet players, attended the four-week wind ensemble program.

"You learn so much music there. You're completely surrounded by it, all the time," said Blumberg. "You walk outside and there's people practicing, and then every night we'd go over to the main grounds of Tanglewood, and the BSO would be performing. It's unbelievable."

Indeed, there were few hours at BUTI not devoted to music. Mornings began with a four-hour rehearsal with the full band, consisting of winds, brass and percussion. Afternoons were filled with private lessons, technique classes and chamber music.

While BUTI's rehearsal regimen and focus on music were demanding, Abbate and Blumberg agreed that the experience had been rewarding. One favorable point of the summer program was that it put students in close contact with celebrated musicians.

"One of the most amazing things for me was the proximity to the BSO," said Abbate. "They're these legendary figures. You go to see them at Symphony Hall but you're still far away from them — they're this unattainable goal. But then you go to Tanglewood, and they're right there with you. You meet them, you talk with them, you see them perform, and all of a sudden they're much more human. You feel more connected."

Interaction with the other students at BUTI also enriched the summer experience.

"What I thought was great was that places like the BUTI get reputations for having a lot of uptight kids, completely focused on their practicing or college or whatever, but everyone was just so friendly. Everyone just wants to have fun. You're able to relax," Abbate said.

Abbate and Blumberg found the Institute highly enjoyable, with its mixture of intense musical training and relaxed social atmosphere.

They both said they recommended it.

"At the risk of sounding cliche, I would sum up BUTI by saying that it was life-changing," Abbate said. "I grew so much both as a musician and as a person."

However, after the program ended, participants worried over rumors that it would be moved from its location near the Tanglewood Music Center in Lenox. Blumberg, who felt especially strongly about the decision, wrote a letter to BU

[ TANGLEWOOD, page 6 ]

# Chang shares love for Chinese dance at recent national level competition

■ Prasuna Cheruku
Staff Writer

Monica Chang, a sophomore at Lexington High School, competed over the summer in classical Chinese dancing at the Spirit of Dance Awards, winning third place in the 13–16 age division for her solo performance.

She and her group also both won "ultimate awards" for their performances, which were scored on a 300-point scale.

The dance competition took place in Hyannis, Cape Cod, from July 18–21. It included all types of dancing, and broke up the competitors into various age groups.

"It was nice to be able to do a different type of dance and still get appreciation," said Chang, who added that she thought the competition had been an amazing experience. "The judges were really happy and were touched to see international dancing, and we were happy to be able to share our culture and art."

Joanna Wu of Wellesley, Mass., performed in the group dance with Chang.

Courtesy of Chao Li

*Monica Chang, a sophomore, performs in a local annual dance performance before moving on to her regional competition in Lowell and the national Spirit of Dance Awards competition in Hyannis, Cape Cod.*

Wu said, "Before performing at Nationals, Monica was a little nervous, but once she got on stage, she was all smiles and confidence. Everyone sitting in the audience was totally blown away by the elegance of her movement and impeccable dance ability."

Chang's performance was a result of months of hard work and practice. Monica has been involved in Chinese dancing at the Bright Pearl Dance Company for three years but has been dancing since she was 8 years old. She tore her hamstring in seventh grade, which made it difficult for her to participate in competitions, but she is now taking physical therapy to improve her flexibility.

She said she hopes to participate in many more dance competitions in the future, and intends to continue practicing to improve and succeed.

# Pop Culture: Society defines modern conception of 'cool'

■ Becca Xu
Columnist

I was sitting in Starbucks on one of those days when you could feel summer loosening its grip on the seasons to give way to autumn (read: it was pretty darn chilly for early September). I was supposed to be working on this very column, but had gotten sidetracked and fell into the dark hole of the good old interwebs. A couple of hours of Tumblr and two Grandes later, I finally opened up a blank word document. I was told that I would be writing the pop culture column this year, and that was all good and fine until I realized that I didn't even have a definition for what pop culture is. How does someone explain such an abstract concept that is nevertheless so influential in our daily lives? Is the epitome of pop culture the latest social networking platform that everybody seems to be joining, or the current celebrity stunt that makes the front page and causes those above a certain age to shake their heads in bafflement?

So, as the cursor sat there blinking away on the stark white page, I decided to put my social networking skills to work, meaning I incessantly bothered people until they answered my question. I came up with some pretty decent definitions of pop culture. The person who summed it up best was my ex-camp counselor Jeremy, a Syracuse student and arguably one of the coolest people I know. He wrote: "To me, Pop culture is what's cool. It's what's hip, what's relevant in society. It not only shapes our perspectives, but we shape it every day with what we do, how we act ... it's what makes Life interesting! Always changing, always different."

> "To me, Pop culture is what's cool. It's what's hip, what's relevant in society. It not only shapes our perspectives, but we shape it every day with what we do, how we act ... it's what makes Life interesting! Always changing, always different."
> — Jeremy, Syracuse University student

It's pretty obvious that pop culture is what is cool at the moment. And what, you may ask, is cool? Urbandictionary.com defines cool as "The best

[ POP CULTURE, page 7 ]

# Community Changers: Dion hits the green for One Fund Boston

■ Katie Chen
Staff Writer

While many students at Lexington High School spent this summer relaxing, senior Luke Dion was busy planning the Boston Strong Golf-a-thon, a fundraiser to help victims of this past April's Boston Marathon bombings.

The event took place on August 19 from 9 a.m. to 7 p.m. at Stone Meadows Golf.

One hundred percent of the money raised by the Golf-a-thon went to One Fund Boston to alleviate the financial strain felt by the Marathon victims and to aid their recovery.

The idea for the event stemmed both from concern for those injured during the Marathon bombing and from Luke's family experiences. Luke's mother and sister had been at the Marathon, and Luke knew how it felt to be worried sick for his family. In addition, his mother had recently suffered a brain injury, so he understood the Marathon victims' pain on a more personal level.

"It's not only the initial injury," said Luke. "There's also mental trauma that lasts for years afterward, and I know how much it costs to care for the injured."

The idea for the Golf-a-thon unfolded near the end of May and planning started immediately.

"We all started with a conversation that [Luke], my mom, and I were having," said Addie Dion, Luke's sister. "We asked him what he wanted to do this summer, and he said he wanted to do a fundraiser."

There were many obstacles in the long road to success, from finding a good location to obtaining a donation from the Bruins to support the cause, but Luke succeeded with the support of his family and friends.

"The hardest thing is to keep everything organized and get everything done on time," Luke said.

While Addie provided him with banners, postcards, pens, stickers and a logo for the event, Luke took on other tasks. He secured Stone Meadows Golf for a day in agreement with the manager of the site, Steve Corr, and worked on organizing the event, raising publicity and finding sponsors.

Family and friends all credited Luke for most of the work and planning for the event. Inquiries towards the success of the event garnered enthusiastic responses.

"I'm really very impressed with how [Luke] pulled this together and organized the event," said Tom Mitchell, a friend of the Dions and a runner at the Boston Marathon. "It was a surreal experience to see [the bombings] as I was running by ... it's great to see all these volunteers out here supporting Luke."

Staff photo by Susie Kim

*Luke Dion, a senior and organizer of the Boston Strong Golf-a-thon, gets ready for the opening at Stone Meadows.*

LHS students who attended the event also agreed that the Golf-a-thon was a great success.

"I think Luke did a great job," said Aylin Padir, a junior at LHS. "The course itself wasn't too busy, which was good so people could play comfortably. The range was crowded, though, so it was a good turnout!"

Luke said that he feels very grateful to everyone who helped and supported him along the way.

"I just want to thank all the volunteers, the sponsors, Steve Corr, and Stone Meadow for making this all possible," said Luke at the end.

# Summers in the Air

## Flying through the air

Photo courtesy of Xyla Foxlin

**Name:** Xyla Foxlin
**Setting:** Lawrence Municipal Airport
**Jobs:** flying planes, fueling Cessna's and more!
**Smells like:** lead-containing aviation gas
**Best friend:** Cessna 150
**Superlative:** 1st successful female intern
"Flying above the clouds is so majestic and beautiful... you're literally on top of the world."

## Diving through the air

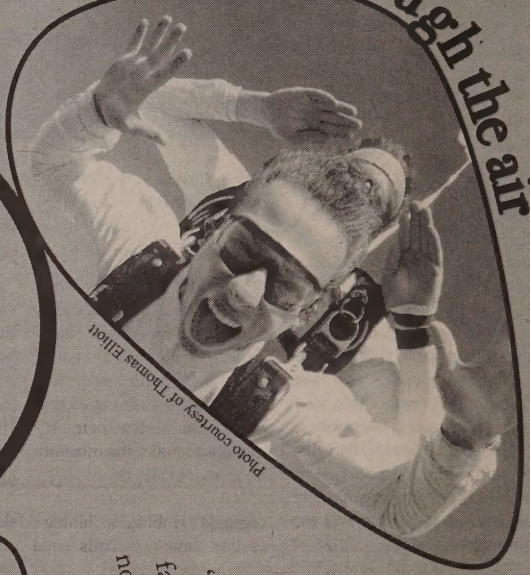

Photo courtesy of Thomas Elliott

**Name:** Thomas Elliott
**Setting:** Skydive Warszawa, Poland
**Occasion:** 18th birthday present
**Travel distance:** 2500 meters
**Top speed:** 135 miles per hour
**One word to describe this experience:** surreal
"You have to get past the mental block that falling towards the ground like a rock and nothing stopping me.. so there's that fear."

## On Air

**Name:** Frankeisha Price
**Company:** Boston Praise Radio
**Tasks:** panelist, cameraman, sound control, etc.
**Favorite activity:** behind the camera
**Training:** 4 weeks at Boston Neighboring Network
**Audience participation:** dial-in, UStream, etc.
"You learn how to communicate and speak in public places."

NEW TICKERS AT LHS!

Photo illustration by Susie Kim and Julia Sun

## THANK YOU

to our generous donors for supporting the Musket. We couldn't do it without you!

- Jeanne Lin
- Bhavani Tirupati

Note: We apologize if you donated and your name is not on our list. Please send an email to musketnews@gmail.com

TANGLEWOOD - PAGE 2

expressing his concern. According to "Supporters worry Boston University Tanglewood Institute may relocate," an article on Boston.com, the program will continue to be held at its current location through the 2014 summer season, but its long-term status is under review.

## CORRECTION:

Caroline Dugan, class of 2013, goes to Universite of Saint-Andrews, not Universite Sainte-Anne, as was mistakenly stated in the 2013 College Issue. We apologize for the error and any confusion it may have caused.

PHONES - PAGE 1

for educational purposes, CIPA is not clear on who is to blame. Lasa said she would like to "make sure that in that circumstance, where that was the students' choice, the teachers are protected. That's what we're pausing on."

The faculty had other concerns with the Senate bill, specifically with allowing students to text and surf the internet in the library and in study halls. "Texting while in the library on a pass is completely unacceptable," says Sarah Anderson, a librarian. She also acknowledged that it is difficult to tell whether a student is listening to music or texting.

Rina Farber-Mazor, a French teacher at Lexington High School and a Faculty Senator, said that she still supports allowing teachers to authorize educational cell phone use in class and hopes it will be permitted in the future.

Goldberg said that he also hopes "that [teachers can create their own cell phone policy] in the future."

Some students still have reservations about the new policy. Matthew Reynolds, a junior, wrote in an email that he thinks the new policy is a step in the right direction, but [ "My biggest concern is the enforcement and penalties of cell phone use."

The future of the cell phone pilot policy depends on the response to the changes from this school year. "Ultimately," said Goldberg, the goal is "to show how productive and useful cell phones can be while respecting students and faculty."

EDITORIAL - PAGE 2

ity is not straight and narrow. Self-expression is messy, especially in a high-pressured environment like LHS.

This is high school. Students are expected to be mature. If the LHS administration expects students to act like adults, then they should treat them like adults. They shouldn't keep them in the dark. They should give reasons for decisions, especially ones that hold so much meaning for so many students.

Close your eyes. You are sitting in an unpainted, bare room. But with closed eyes, you can't see that whiteness. None of those words, doodles and messages are really gone. The spirit of the room is still present. The resiliency that makes LHS students so unique is still throbbing. You can feel the heartbeat: you can feel the hope.

IPAD - PAGE 1

pain," she said.

Alliyah Smith, a junior who used an iPad last year in all of her major classes, concurred that her iPad often slowed down the learning process, especially in math.

"I think I would have done better without it because it slows you down with taking notes and keeping up. You have to zoom in to type and zoom out," she said.

Students were allowed to bring the iPads home; they reported neutral or negative reactions from their parents regarding the new technology.

Smith said that "My dad didn't really care. He just made sure I had to charge it every night and everything was sent it because you have to send in homework through the iPads."

Fisher's parents had high expectations for the iPads, but when they realized Fisher didn't actually use it that much for her classes, they began to think it wasn't worth it.

Both parents and teachers also mentioned that they would have appreciated having had more training to better understand how their children could make the most out of these devices.

However, Goldberg and Reginald Hobbs, a biology teacher, saw the iPads as a positive step forward.

"As it's a pilot, we're figuring out how to best use the iPads in classrooms, and that makes it a learning process for us and for the students," Hobbs said.

According to surveys, progress reports and the midyear report sent out by the administration, the majority of students in the report did better in their classes.

Consequently, Goldberg said he remains convinced of the benefit of using iPads in school. "[iPads] provide a platform for students to connect with the content in a way that's just very meaningful and relevant to students. Students live in a very digital world; they are used to getting their info from a screen, not so much from the mouth of a teacher, or from a board, or from a book," he said.

Hobbs concurs, saying that the iPads have helped him focus more on student learning and let the students be in charge of their own learning.

Hobbs said that the iPads are helpful as a resource, a consumption device and an organizational tool. More specifically, he said that his plans for this year include using the iPads to gauge students' understanding of the material through formative assessments at the end of class.

"Now [that] I have the technology," he said, "I can take that information and use it to inform our practice for the next day and what we're going to do for the next day."

Hobbs said he also plans to use the iPads in labs to document observations and results.

The pilot's goals for this year include distributing the iPads earlier to students — some received the devices in the second week of school — and possibly expanding student freedoms to add applications to the iPads, based on the findings of the midyear report.

In the long term, Goldberg says he would like "the community to embrace this [technological expansion] more and for there to be a willingness in all parties, both faculty and students, to take risks and try new things on a digital front." Goldberg also said he hopes that everyone will really begin to see "the benefits of how digital learning can be just as, if not more, effective as the traditional modes of learning, which still have their place."

COLLEGEBORED - PAGE 4

my Google Drive and realized my essays weren't as great as I thought because I had forced myself to write. I decided that Joe meant well, but this whole "two hours every other day" plan just wasn't my thing. So what I ended up doing was just writing whenever I had inspiration. That way, I could not only spend less time sitting in front of the computer, but also write one high(ish)-quality essay instead of five mediocre-to-terrible pieces.

If you're lost or just in denial with the college application process, I highly suggest contacting a friend who's already gone through it. I have an abundance of friends who are on their way to their freshman year of college and the best advice one of them gave me is "Just work steadily, you'll be fine. Treat it like any other school assignment that you're determined to get an A in. It won't be as bad as you think. Everyone gets through it."

Good luck everyone!

When you are finished with the paper, please **recycle** it or **pass it on** to another person.

POP CULTURE - PAGE 4

way to say something is neato, awesome, or swell. The phrase 'cool' is very relaxed [and] never goes out of style." Cool is in fact so cool that it is perpetually cool, if that makes any sense. Pop culture describes what is "in" and trendy; it sometimes means being ahead of the trend (i.e. hipsters). It is a multi-faceted, ever-morphing creature.

I then tracked down Mr. Wilson, one of the teachers of the pop culture class at LHS. He's pretty cool as well, and as expected, gave me a phenomenal opinion: "Our definition of culture is how we live. Pop culture is what we're living right now, and it's all-inclusive." We as a society are the people who determine what is cool and, by extension, what pop culture is. But to take one set of "things" and call that pop culture is a broad generalization, because there are so many unique individuals in the world, each with a different view. What "pop culture" is can be different for everybody. Everything we do, the music we listen to, the food we eat, the shows we watch, the websites we visit, all contribute to the popular culture of the society we live in, and they vary depending on the person. I guess in that way, pop culture is a good topic to write a column about, because pop culture is always interesting, scandalous, revolutionary, and always changing. Before it's "Hasta la vista, baby," I just wanted to say this: my name is Becca, and I am your pop culture columnist for the year. I hope you liked what you just read, because there's more where that came from (and you're kind of stuck with me for now). I'll see you again in the next issue of The Musket, but in the meantime, stay interesting, stay wonderful, and above all, stay cool.

FOSS - PAGE 8

year for both teams. Both coaches expect individual improvements and team success.

"[A] main goal is to continue our undefeated streak and to make it to states with a top three finish," said Trachsel.

Boys' coach Bill Babcock indicated that his team also has high aspirations.

"Our goal every year is for everyone on the team to improve every day from day one," said Bill Babcock. "Our team goals are lofty: to win the Middlesex League, Division 1 and the All-State Meet as well as the Clipper Relays and the Ocean State Championship Meet. Finally, we would like to qualify for Nike Regionals and Nike Nationals."

Members of the boys' team said they are confident that this year will be even more successful than the last.

Junior Ben Jacobson said, "We're the strongest team in the league; this is going to be a strong year and we're definitely going for it."

ULTIMATE - PAGE 8

improving throwing and staying in shape, the summer practices also built team chemistry. The team provided an opportunity for athletes to keep in touch with alumni and create bonds with new players.

"Having [had] the experience of playing on multiple teams, I feel as if I have multiple families. Each one is so unique and we have a lot of fun just playing the sport we love," said Guarin.

Experienced alumni served as leaders on the summer team. College players who used to be on the LHS team practiced with their former teammates, sharing insight with younger players.

"One of the best things about this team is that we have always had a cadre of veteran players who realize that it is part of their job to help teach newer players, and help them improve," said LHS ultimate frisbee coach Larry David.

As the LHS summer team season drew to a close, several team members headed off to the Youth Club Championships, the peak of summer ultimate. This tournament took place on August 10 and 11 in Blaine, Minnesota.

Guarin and Johnson, along with five LHS alumni, played for the Boston Ultimate Disc Alliance Mixed Division team, which placed first in the nation. Leanne Go, a junior LHS athlete, played on the BUDA Girls' Division team.

The tournament allowed ultimate players from all over the country to interact and showcase their skills.

"It was also a great chance to see how around the nation, there is still high-level ultimate occurring," said Johnson.

Both in brushing up on basic skills during summer team practices and testing their abilities against elite competition at the Youth Club Championships, members of the LHS ultimate frisbee team began to prepare for their defense of the State Championship and Northeastern Championship titles this coming year.

Courtesy of Megan Vanderhooft

*The Boston Ultimate Disc Alliance (BUDA), led by head coach Josh Seamon, wins nationals in the Youth Club Championships in Blaine, Minnesota.*

# Summer provides opportunity for ultimate frisbee team members to hone skills for upcoming season

■ **Andrea Michelson**
**Staff Writer**

Throughout the summer, members of Lexington High School's ultimate frisbee team trained for the upcoming year, with the season culminating in the Youth Club Championships tournament.

The summer team practiced once or twice every week, working on basic skills such as throwing and catching, as well as scrimmaging to keep their gameplay sharp heading into the fall season.

Tannor Johnson, a junior and captain said, "Practicing over the summer ... gives us that extra edge over other teams."

The summer season is not as intense as the spring, the official playing season for high school ultimate frisbee in Massachusetts. However, the practices and scrimmages generally received a strong turnout of around 15 people.

"We would have a mix of players: from current players on the high school team to alumni players, as well as some people who are new to ultimate," said senior captain Justinne Guarin.

In addition to

[ ULTIMATE, page 7 ]

# LHS boys, girls bond and train at Foss to prepare for the new year

■ **Elizabeth Case**
**Staff Writer**

Members of the Lexington High School boys' and girls' cross country teams laced up on August 11 to attend Foss Running Camp.

Foss Running Camp is located in Stratford, N.H., a woodsy locale with lots of trails, roads, and hills.

The one-week camp session provided an opportunity for training and team bonding leading into the fall season. Fifteen girls and 10 boys from the LHS cross country teams attended the program to cap off their summer training and reunite with their teammates.

"Since we have been undefeated for six years, our goal is to continue that streak," said Emily Hom, a senior and girls' team captain. "I also feel that it is our goal to bond with the team and get to know everyone, even though it's a large group."

Team bonding is a major aspect of Foss Running Camp. The Lexington runners had their own cabins, enabling team members to get to know each other well before the beginning of the season.

Courtesy of Emma Houston

*Colby Yee, a junior, competes for the Lexington Boys XC in the running portion of the Foss Triathlon.*

Opportunities for bonding at the camp included canoeing, water jogging, tetherball, a triathlon competition and the Foss Prom, a camp-wide dance that took place at the end of the week.

"The girls who do Foss always come into the season feeling excited and ready to go," said Rebecca Trachsel, coach of the girls' team.

At Foss, campers run two to three times each day. Each runner decides the duration and distance of their training. At every run, distance groups are formed, with three, five and seven-mile runs being most common.

Last year, the LHS girls' varsity, junior varsity, and freshman teams all were Middlesex League Champions. They placed second at the Eastern Massachusetts Division 1 Championships and placed eighth at the All-State Championship meet.

The boys' varsity team also won the Middlesex League Championship last year. They finished third in eastern Massachusetts and sixth in the state, qualifying for the Nike Cross Regional Championship in the process.

These past successes have made expectations high this

[ FOSS, page 7 ]

# From the Sidelines: Maloney guides girls' varsity field hockey

■ **Mark Rosenberg**
**Sports Editor**

As the varsity field hockey coach at Lexington High School, guidance counselor Christine Maloney has guided the field hockey program with what her players describe as a calm, compassionate coaching style.

In Maloney's four years of coaching field hockey at LHS — two as the varsity assistant coach and two as the varsity head coach — Lexington has established a presence as a state contender.

A quick glance in the record book hints at Maloney's success. Last season, the field hockey team posted a dominant 11-3-2 record in the regular season, winning several games by six or seven goals, only to endure a 1-0 upset loss to Danvers early in the state tournament. Yet according to Maloney, wins and losses do not make or break a season.

"It's not necessarily about the wins," Maloney said. "Seeing the players get it, learning a technique or understanding a concept is really rewarding."

For Maloney, the focus is teaching her players and building up their confidence; winning is merely a byproduct. She also focuses on forming connections with her athletes.

"She's a guidance counselor, so she's really good at understanding us and knowing how we feel," said Pippa Offerhaus, a junior and one of the three team captains.

Maloney's field hockey career began in 9th grade, when she made the Wellesley High School JV team as a freshman. She went on to play four years of Division III field hockey at Colby College.

Maloney said she was struck by the appeal of coaching during her college years, while assisting with field hockey summer camps for younger athletes. After working at LHS for just one year, Maloney began to coach the varsity team.

Maloney's personal success on the field, despite not learning to play field hockey until she entered high school, encouraged her to pursue coaching high school athletes.

"Knowing that girls can pick [field hockey] up in high school and go on to be successful ... made coaching appeal to me," she said.

In practice, Maloney emphasizes fundamentals, putting the players through ladder drills and dribbling drills to improve their footwork. She tries to demonstrate how each drill translates to a gameplay situation, thus making each practice more relevant and productive.

Courtesy of Christine Maloney

*Christine Maloney, coach of the LHS varsity field hockey team, prepares for the home game against Winchester.*

Maloney gears practices towards her players' needs and concerns. "After each game, we talk as a team and comment on how we played in the game," said Flora Cho, a senior and captain. "Then the next day, we run drills to help us improve what we were lacking."

In addition, Maloney said she tries to cultivate a supportive, unified atmosphere.

Cho said, "Whenever we make mistakes and are discouraged, she is amazing at putting us back on our feet and boosting our confidence. She lets you know that she believes in you."

Maloney said that this year's team has a great deal of potential, with a combination of veteran leaders and rising young players.

After last year's upset loss in the state tournament, Maloney's squad is "absolutely striving ... to go past the first round," she said.

Despite the success of the LHS field hockey program under her tutelage, Maloney stresses that the athletes, rather than the coach, should be the focus.

She said, "I think as a coach, it's easy to see how you are reflected on the team, but I really see this as their high school field hockey experience."